

# School Level Considerations When Building your Rtl House

Getting Practical with  
Karie and Angelique  
The Sequel



# Practical Rtl Implementation

Blue prints for a house serve as directions for creating a solid framework. Use the NASDSE blue prints to build your Rtl framework. The colors, textures, and overall appearance is what each school will bring to the development. Like a completed house, repair work and upgrades are always necessary.



# During this Presentation Remember...

“The school building is the unit of change in Rtl. Multiple buildings within a district can implement Rtl, but their implementations will likely be somewhat different”



# Rationale for Variance in Rtl Implementation

The Framework is consistent, but implementation varies because of differences in .....

- consensus building timelines
- training
- resources (staffing, program, schedules, etc.)
- talent among staff (not defined by title)
- methodology and practices
- needs of students



# The Role of the District

- “District level support must be systematically built in to support building-level implementation.”
- The school is the contractor and the district is the inspector of the framework. These roles help ensure fidelity.
- The district is a resource and meets the needs of schools by maintaining consistent support that focuses on the basic components and framework.

# Blue Print- Component 1- Consensus Building

## **Rationale for Adopting Rtl**

- NCLB and AYP benchmarks are great motivators for change
- NCLB sanctions contradict research regarding change. The timeline is fast and furious. The law does not give you years to implement change .
- At-risk students motivate staff to accelerate the rate of change. When you have the tools and understand what to do, it is educational malpractice to sit back and watch the instructional gap widen for low performing



# Headline History (note: this was not our incentive- we started RtI two years prior to this)

Culpeper, Virginia StarExponent.com | A Media General Newspaper

**CULPEPER COUNTY PUBLIC SCHOOLS**

"It is our goal to close the achievement gap among subgroups of students and to meet all targets under the NCLB Act. We are pleased to exceed state standards regarding accreditation."

**KARIE LANE**  
PRINCIPAL

## PEARL SAMPLE FALLS SHORT

### Elementary school fails AYP; parents can transfer students to other schools

By Rhonda Simmons  
STAFF WRITER

Just like their students do, area schools receive grades on their performance. And one local school has again obtained a less than satisfactory mark.

The Virginia Department of Education sent a preliminary notice to Culpeper County Public School officials Monday informing them that Pearl Sample Elementary did not meet Adequate Yearly Progress for the second year in a row.

Now, parents have the choice of sending their children elsewhere.

In 2001, under the No Child Left Behind Act, officials created the AYP category to measure federal funding. When a school receiving Title I funding does not reach AYP goals for two consecutive years in the same content area, it is classified as a "school identified for improvement" and corrective steps are required.

Title I funding provides financial assistance through state and local agencies to public schools with high percentages of poor children.

"We sent out our

**Item of interest**

For more information about the possibility of Pearl Sample students transferring to other elementary schools, view the school division's Web site: [culpeperschools.org](http://culpeperschools.org)

initial data, because school divisions are required by law to notify parents about certain information pertaining to the school's beginning instruction," said Charles Pyle, director of communications at VDOE.

Pyle said Pearl Sample's official notices would

See Pearl A1

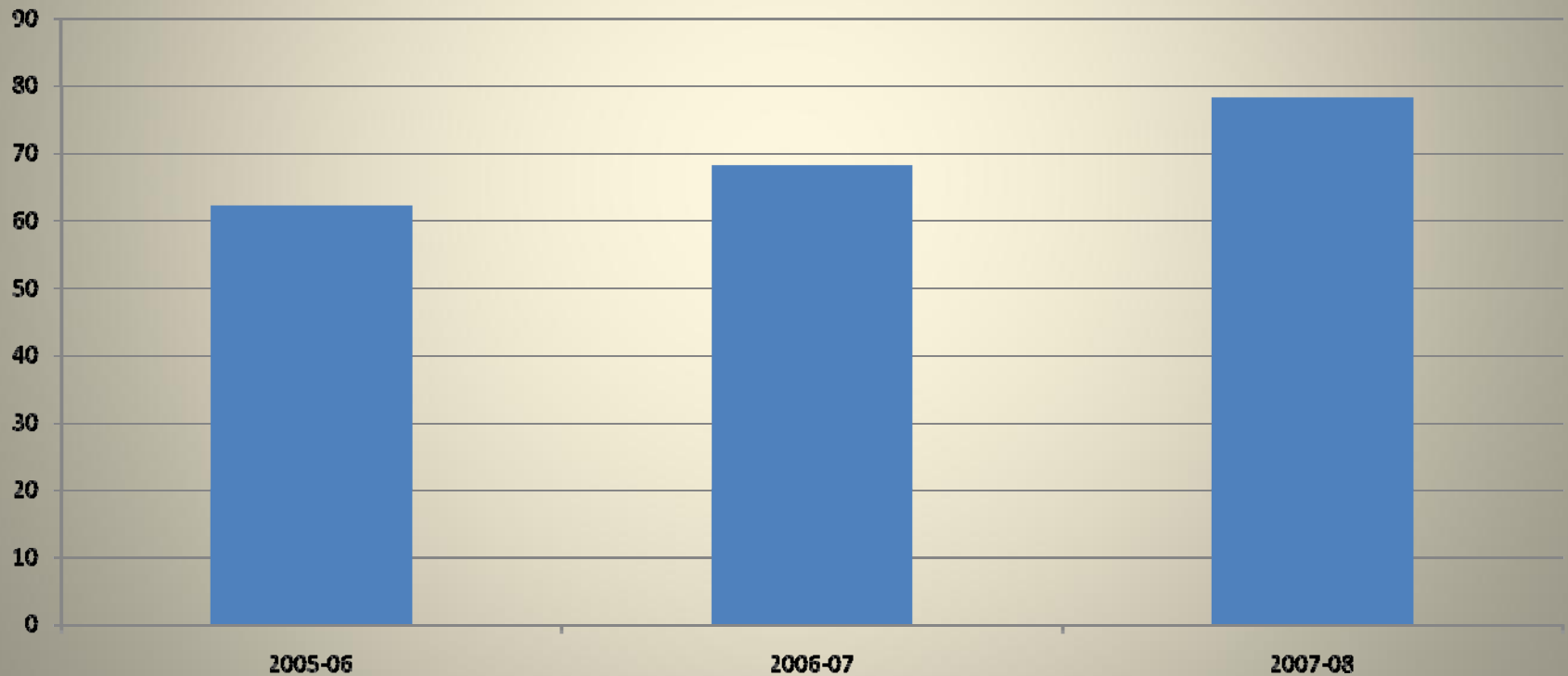
**Pearl Sample Elementary School Principal Karie Lane, right, talks with Assistant Principal Cathy Timmons and Special Education teacher Greg Proper Friday morning.**

STAFF PHOTO  
VINCE D'AMICO



# Historical Data that did not make the paper

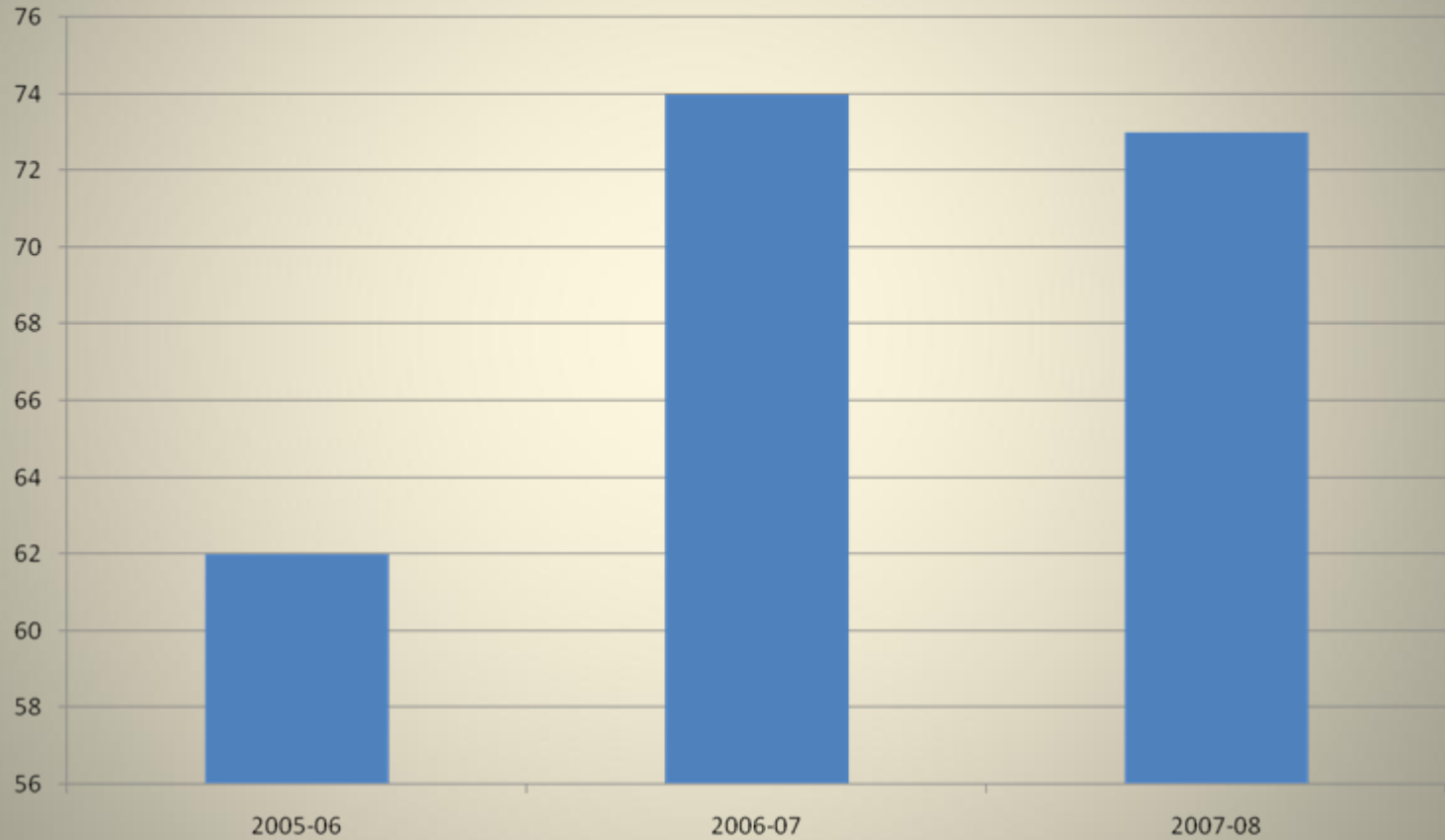
## Pearl Sample Black Subgroup Pass Rate on the SOL test





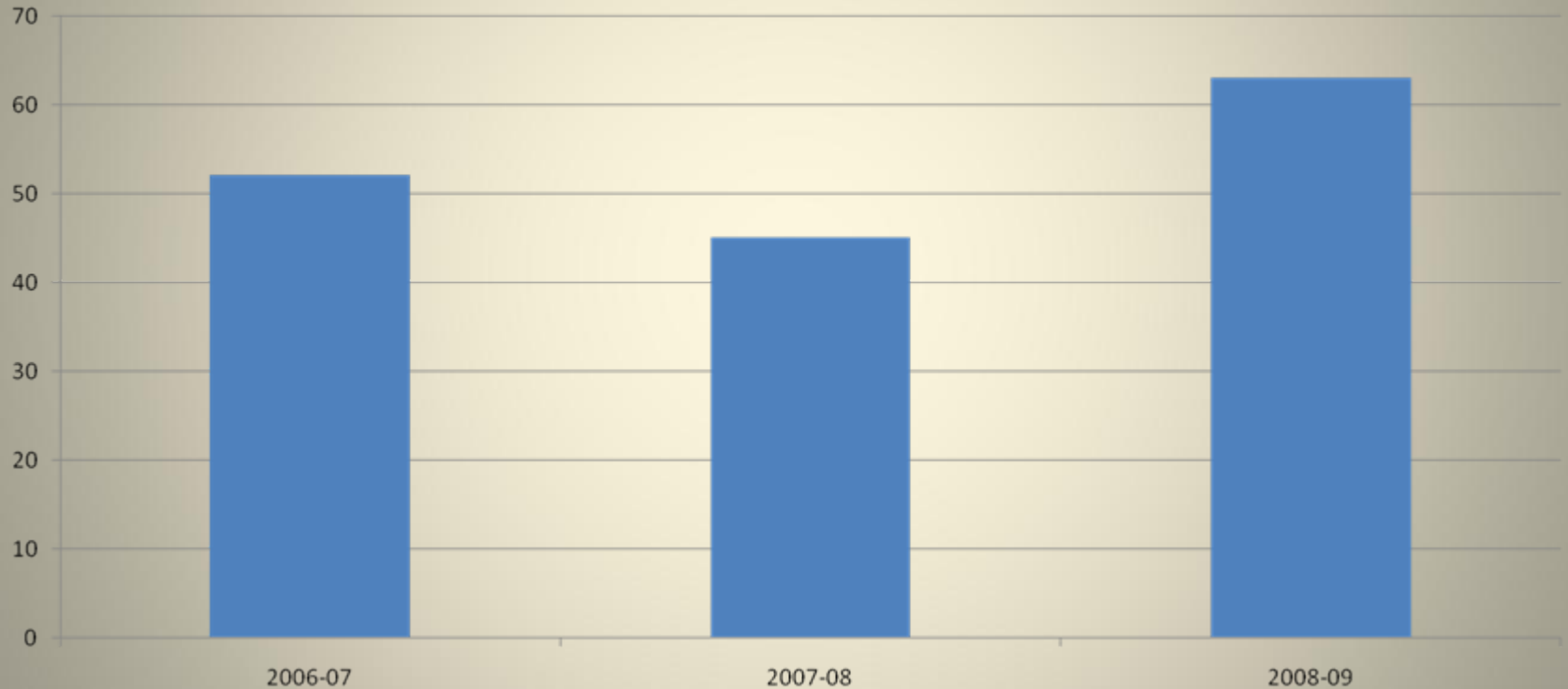
# Data Continued

## Pearl Sample Disadvantaged Student Pass Rate on the SOL test



# More Data

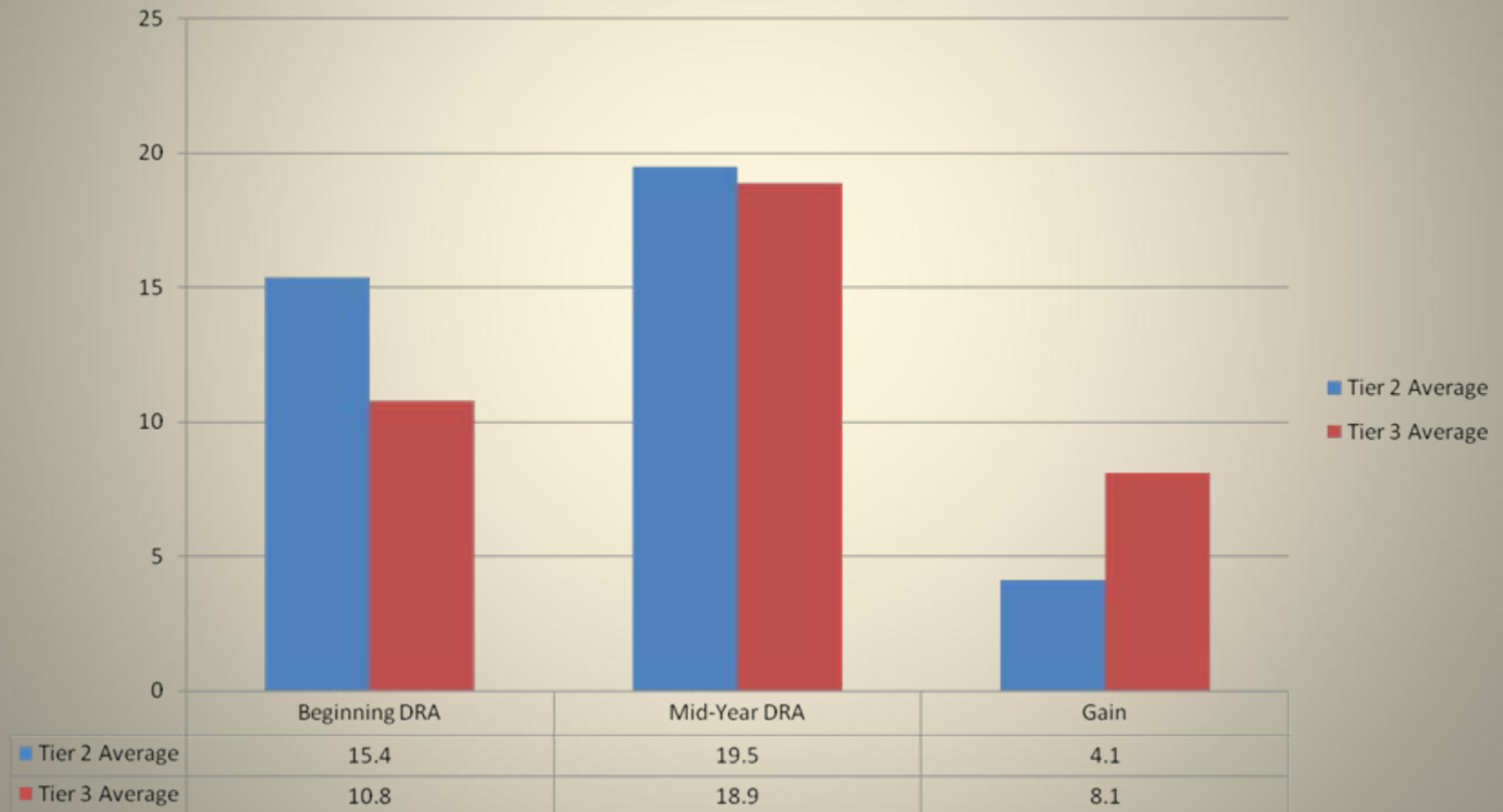
## Pearl Sample Students with Disabilities- SOL Pass Rate



# Principal's Role

- Principals are schooled on building consensus and this expertise is an important part of the process. There are resources and tools available- use them.
- Principals, as instructional leaders, need to be the one sharing the rationale for implementing Rtl.
- Principals need to keep a focus on student outcome data. Anything else is fluff and significantly lessens the intent of Rtl.

# Examples of Data Used to Make Decisions



# Sample Data Used to Make Decisions

Student 4th/Unit 1	1	2	3	4	5	6	7	8	9	10	11	A	12	Student
	infer	character	infer	analyzing	sequence	setting	context clues	character	author's purpose	setting	judgments		author's purpose	
1		x						x		x				1
2	x		x			x			x	x			x	2
3							x		x	x				3
4	x	x	x							x				4
5						x			x					5
6		x								x				6
7	x					x		x						7
8			x					x		x			x	8
9									x	x				9
10			x			x				x				10
11														11
12								x		x				12
13		x					x							13
14			x					x		x				14
15	x													15
16						x			x	x				16
17									x					17
18			x					x					x	18
19							x							19
20	x					x		x		x				20
21						x								21
22		x								x				22
23	x							x	x				x	23
24														24
25				x					x	x				25
26							x			x				26
27		x												27
28								x		x				28
29	x					x							x	29
30														30
Total	7	3	6	4	1	0	10	4	13	2	16		5	Total
Class % Mastery	77	90	80	87	97	100	67	87	57	93	47		83	Class %
Grade % Mastery	86	91	78	83	98	98	63	96	81	95	67		93	Grade %

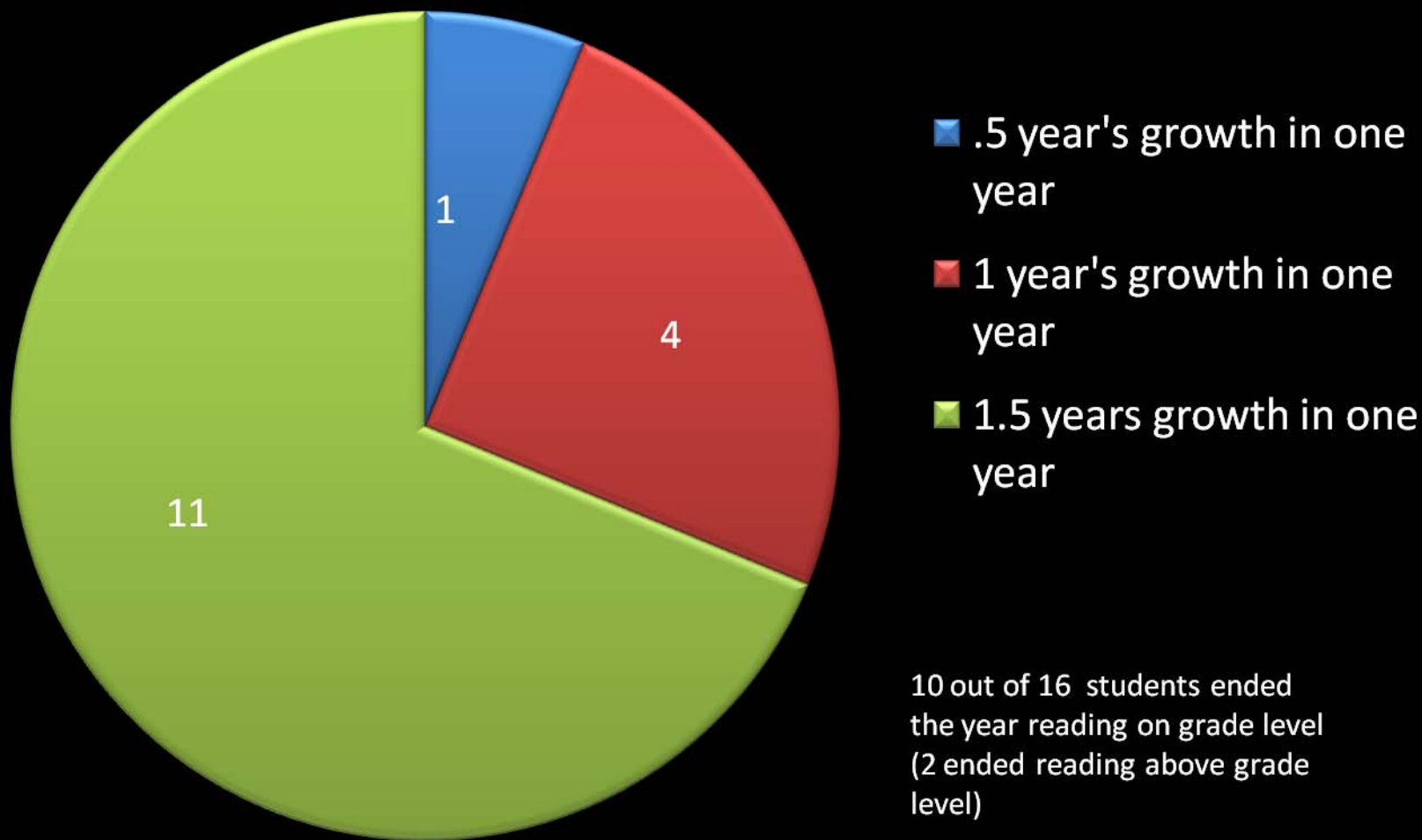
# Tips:

- The philosophy of Rtl is based on good practice for all students-it is a solid argument. Every conversation needs to be about student achievement- what is best for students- not what is best for or preferred by adults.
- Market the support that Rtl gives teachers to assist them with meeting the instructional needs of at-risk students. Teacher demands are heavy and growing. Additional support is easily justified and greatly supported among all stakeholders.
- Create a forum for having professional conversations- get your key school leaders on board.
- Start small within the school. Pilot it with one or two grade levels. Highlight their successes - small ones- student successes gratify educators and parents (consider progress and improvement to be a success).
- Naysayers will jump on board when they witness success.

*“All truth passes through three stages. First, it is ridiculed. Second, it is violently opposed. Third it is accepted as being self-evident.”*

*Arthur Schopenhauer*

## Second Grade Tier III Reading





# Component 2: Infrastructure

## Building Tips

- Do not choose team leaders- share the wealth (team leaders on the team are the exception not the rule)
- Data Mentor- School Psychologist
- Content Specialist- Math Specialist and Reading Coach
- Facilitator/ Instructional Leader- Principal
- Staff Liaison- SPED teacher, Speech Language Pathologist, Title 1 teacher , General Education Teacher

# Infrastructure Building Tips continued

- Use data to evaluate core instruction
- As leaders, take ownership of the data and use it to drive decisions and to frame difficult conversations about current practices.
- Focus on student achievement
- Using data, decide with the Rtl leadership team whether to use the Standard Protocol Model or the Problem Solving Model (page 30 in the Blue Print)
- Implement targeted, on-going professional development
- Have a solid, systematic plan in place for making decisions. The team should be trained in it.

# Component 3: Implementation

(To Be Continued in the Afternoon)

- Master Calendar/ Schedule
- Benchmark Testing
- Tiered Instruction
- Progress Monitoring
- On- going Professional Development